

# JOURNEYS

COMMON CORE

## SCOPE AND SEQUENCE

Grades K–6



HOUGHTON MIFFLIN HARCOURT



# Scope and Sequence of Skill Instruction K–6

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## Grade K: Welcome to Kindergarten

Week	Selections	Concepts of Print	Phonemic Awareness	Letter Names
1	<b><u>Listen to Rhymes</u></b> "Jack and Jill" "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"	<b><u>Concepts of Print</u></b> Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print	<b><u>Phonemic Awareness</u></b> Rhyming Words Blend Syllables	<b><u>Letter Names</u></b> Letters: Aa, Bb, Cc, Dd, Ee
2	<b><u>Listen to Rhymes</u></b> "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stiller" <b><u>Listen to Songs</u></b> "Quack! Quack! Quack!"	<b><u>Concepts of Print</u></b> Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names	<b><u>Phonemic Awareness</u></b> Rhyming Words Blend and Segment Syllables	<b><u>Letter Names</u></b> Letters: Ff, Gg, Hh, Ii, Jj

## Grade K: Unit 1

### READING LIT & INFORMATIONAL TEXT

### FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
1	<b><u>Big Book</u></b> What Makes a Family? <b>Genre:</b> Informational Text  <b><u>Read Aloud Book</u></b> Building with Dad <b>Genre:</b> Realistic Fiction  <b><u>Paired Selections</u></b> "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" <b>Genre: for "Frère Jacques"</b> Poetry and Lullaby <b>Genre: for Remaining Paired Selections</b> Poetry	<b><u>Target Skill</u></b> Main Ideas  <b><u>Target Strategy</u></b> Summarize  <b><u>Second Read Skill</u></b> Genre	<b><u>Phonological Awareness</u></b> Rhyming Words Single Sounds  <b><u>Letter Names</u></b> Letters Kk, Ll, Mm, Nn, Oo  <b><u>Decodable Readers</u></b> See What We Can Do We Can Make It	<b><u>Concepts of Print</u></b> Directionality: Left to Right Book Parts  <b><u>Words to Know</u></b> <b><u>(High-Frequency Words)</u></b> /  <b><u>Fluency</u></b> Read with Expression

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**N/A**

**Selection Vocabulary**

*celebrate (v), family (n), memories (n),  
include (v)*

**Oral Vocabulary**

*cranes, crew, gleaming, mechanic,  
outlining, solid*

**Domain-Specific Vocabulary**

*aren't, sibling, ancestor, relation*

**Vocabulary Strategy**

Classify and Categorize Family Words

**Enrich Vocabulary**

Talk About Families

**Grammar Skill**

Nouns for People

**Writing Mode**

Narrative Writing

**Writing Form**

Names

**Focus Trait**

Conventions



## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
2	<p><b>Big Book</b> How Do Dinosaurs Go to School? <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Friends at School <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "My School Bus" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Beginning Sounds</p> <p><b>Letter Names</b> Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p><b>Decodable Readers</b> We Go to School I Like</p>	<p><b>Concepts of Print</b> Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p><b>Words to Know (HFW)</b> <i>like</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
3	<p><b>Big Book</b> Please, Puppy, Please <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> I Have a Pet! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Different Kinds of Dogs" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Letter Names</b> Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p><b>Decodable Readers</b> Baby Bear's Family The Party</p>	<p><b>Concepts of Print</b> Letters and Words: First, Last Letters, Distinguish Letters from Words</p> <p><b>Words to Know (HFW)</b> <i>the</i></p> <p><b>Fluency</b> Reading Rate</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**N/A**

**Selection Vocabulary**

*bullying (v), tidies (v), fidget (v), interrupt (v)*

**Oral Vocabulary**

*busy, company, container, job, scoop, tortoises*

**Domain-Specific Vocabulary**

*behave, member, respect, community*

**Vocabulary Strategy**

Antonyms

**Enrich Vocabulary**

Talk About School

**Grammar Skill**

Nouns for Places

**Writing Mode**

Narrative Writing

**Writing Form**

Labels

**Focus Trait**

Word Choice

**N/A**

**Selection Vocabulary**

*fetch (v), inside (n), outside (n), please (v)*

**Oral Vocabulary**

*cooperate, curious, interesting, slimy, smooth, vet*

**Domain-Specific Vocabulary**

*responsibility, groom, train, nurture*

**Vocabulary Strategy**

Synonyms

**Enrich Vocabulary**

Talk About Pets

**Grammar Skill**

Nouns for Animals and Things

**Writing Mode**

Narrative Writing

**Writing Form**

Captions

**Focus Trait**

Ideas

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
4	<p><b>Big Book</b> Everybody Works <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Pizza at Sally's <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Elves and the Shoemaker" "The Lion and the Mouse" <b>Genre: for Elves</b> Fairy Tale <b>Genre: for Lion</b> Fable</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Genre</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letter <i>Mm</i> *</p> <p><b>Decodable Readers</b> <i>Mm</i> I Like <i>Mm</i></p>	<p><b>Concepts of Print</b> Spaces Between Words Environmental Print</p> <p><b>Words to Know (HFW)</b> <i>and</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
5	<p><b>Big Book</b> The Handiest Things in the World <b>Genre::</b> Informational Text</p> <p><b>Read Aloud Book</b> The Little Red Hen <b>Genre:</b> Folk Tale and Fable (Traditional Tale)</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Cause-and-Effect</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letter <i>Ss</i> * Review <i>m, s</i></p> <p><b>Decodable Readers</b> <i>Ss</i> I Like <i>Ss</i></p>	<p><b>Concepts of Print</b> Capitalization: First Word in a Sentence Punctuation: Period, Question Mark</p> <p><b>Words to Know (HFW)</b> <i>Review: I, like, the, and</i></p> <p><b>Fluency</b> Pause for Punctuation</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Talk About Jobs

**Selection Vocabulary**
*creating (v), delivering (v), hobby (n), protecting (v)*
**Oral Vocabulary**
*customers, dough, famous, perfect, sprinkled, stretchy*
**Domain-Specific Vocabulary**
*volunteer, worker, job, goods, services*
**Vocabulary Strategy**

Classify and Categorize Words for Jobs

**Enrich Vocabulary**

Words with Endings -ed, -ing

**Grammar Skill**

Action Verbs in Present Tense

**Writing Mode**

Narrative Writing

**Writing Form**

Story Sentences (Adding Details)

**Focus Trait**

Ideas

**Speaking and Listening**

Share Ideas

**Selection Vocabulary**
*appears, future, handy, stray*
**Oral Vocabulary**
*admired, delicious, delight, doubt, fable, sigh*
**Domain-Specific Vocabulary**
*invention, utensil, aid, purpose*
**Vocabulary Strategy**

Synonyms

**Enrich Vocabulary**

Asking Questions

**Grammar Skill**

Action Verbs in Present Tense

**Writing Mode**

Narrative Writing

**Writing Form**

Class Story (Telling Details)

**Focus Trait**

Ideas

**Research/Media Literacy Skills**

Research a Tool



## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
6	<p><b>Big Book</b> My Five Senses <b>Genre::</b> Informational Text</p> <p><b>Read Aloud Book</b> Listen, Listen <b>Genre:</b> Concept Book</p> <p><b>Paired Selections</b> "Poems About Senses" "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Summarize</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime</p> <p><b>Phonics</b> Letter Aa* (Short a)</p> <p><b>Decodable Readers</b> Aa I See</p>	<p><b>Concepts of Print</b> Book Parts Using a Chart</p> <p><b>Words to Know (HFW)</b> see</p> <p><b>Fluency</b> Pause for Punctuation</p>
7	<p><b>Big Book</b> Mice Squeak, We Speak <b>Genre::</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Amelia's Show-and-Tell Fiesta <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Fort Worth Zoo" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letter Tt *</p> <p><b>Decodable Readers</b> Tt We Like Toys</p>	<p><b>Concepts of Print</b> Punctuation: Period, Question Mark, Exclamation Point</p> <p><b>Words to Know (HFW)</b> we</p> <p><b>Fluency</b> Read with Expression</p>
8	<p><b>Big Book</b> Move! <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Jonathan and His Mommy <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Hare and the Tortoise" <b>Genre:</b> Folk Tale and Fable</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Compare and Contrast</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letter Cc * (/k/)</p> <p><b>Decodable Readers</b> Cc I Can See</p>	<p><b>Concepts of Print</b> Spaces Between Words Directionality</p> <p><b>Words to Know (HFW)</b> a</p> <p><b>Fluency</b> Read with Expression</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Discuss Daily Activities

**Selection Vocabulary**
*aware (adj.), senses (n), sight (n), touch (n)*
**Oral Vocabulary**
*drift, ripen, scurry, sizzle, whisper, whistle*
**Domain-Specific Vocabulary**
*vision, sound, flavor, texture, scent*
**Vocabulary Strategy**

Context Clues

**Enrich Vocabulary**

Sentence Completion Activity (using opposites)

**Grammar Skill**

Sensory Words

**Writing Mode**

Informative Writing

**Writing Form**

Descriptive Sentences (Sensory Words)

**Focus Trait**

Word Choice

**Speaking and Listening**

Have a Conversation

**Selection Vocabulary**
*chatter (v), coo (v), snore (v), squawk (v)*
**Oral Vocabulary**
*foolish, frowns, ruffled, special, treasures, tropical*
**Domain-Specific Vocabulary**
*communicate, respond, language, conversation*
**Vocabulary Strategy**

Classify and Categorize Sensory Words

**Enrich Vocabulary**

Words for Sounds

**Grammar Skill**

Sensory Words

**Writing Mode**

Informative Writing

**Writing Form**

Descriptive Sentences (Sensory Words)

**Focus Trait**

Word Choice

**Speaking and Listening**

Share Information and Ideas

**Selection Vocabulary**
*colony (n), rustling (v), slithers (v), startled (v)*
**Oral Vocabulary**
*backward, beat, leap, strange, wiggle, zigzag*
**Domain-Specific Vocabulary**
*dive, swim, climb, fly*
**Vocabulary Strategy**

Classify and Categorize Action Words

**Enrich Vocabulary**

Movement Words

**Grammar Skill**

Adjectives for Colors

**Writing Mode**

Informative Writing

**Writing Form**

Captions (Descriptive Sentences; Colors, Sensory Words)

**Focus Trait**

Word Choice

**Research/Media Literacy**

Research an Animal

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
9	<p><b>Big Book</b> What Do Wheels Do All Day? <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Good Morning, Digger <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> “Wheels Long Ago and Today” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Letter <i>Pp</i> *</p> <p><b>Decodable Readers</b> <i>Pp</i> I Like Animals</p>	<p><b>Concepts of Print</b> Letters in Words</p> <p><b>Words to Know (HFW)</b> <i>to</i></p> <p><b>Fluency</b> Reading Rate</p>
10	<p><b>Big Book</b> Mouse Shapes <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> David’s Drawings <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> “Signs and Shapes” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Characters</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Review Letters <i>Aa</i>* (Short <i>a</i>), <i>Tt</i>*, <i>Cc</i>* (/k/), <i>Pp</i>*</p> <p><b>Decodable Readers</b> Mmmm, Good! The Playground</p>	<p><b>Concepts of Print</b> Capitalization: First Letter of a Sentence Space Between Words</p> <p><b>Words to Know (HFW)</b> <i>Review: see, we, a, to</i></p> <p><b>Fluency</b> Read with Expression</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**  
Share Information and Ideas

**Selection Vocabulary**  
*sputter (v), travelers (n), swirl (v),  
patrol (v)*

**Oral Vocabulary**  
*early, weeds, community, cement,  
vacant, welding*

**Domain-Specific Vocabulary**  
*push, pull, roll, spin*

**Vocabulary Strategy**  
Synonyms

**Enrich Vocabulary**  
Talk About Vehicles

**Grammar Skill**  
Adjectives for Numbers

**Writing Mode**  
Informative Writing

**Writing Form**  
Description (Descriptive Words,  
Numbers)

**Focus Trait**  
Word Choice

**Research/Media Literacy Skills**  
Answer Questions About Vehicles

**Speaking and Listening**  
Talk About Characters

**Selection Vocabulary**  
*hurry (v), pounced (v), sneaky (adj.),  
tricky (adj.)*

**Oral Vocabulary**  
*add, fluffy, fresh, grinned, moment,  
shyly*

**Domain-Specific Vocabulary**  
*rectangle, triangle, diamond, circle, oval,  
square*

**Vocabulary Strategy**  
Classify and Categorize Shape Words

**Enrich Vocabulary**  
Words with Suffixes -ly, -ful

**Grammar Skill**  
Adjectives for Size and Shape

**Writing Mode**  
Informative Writing

**Writing Form**  
Description (Descriptive Words, Size  
and Shape)

**Focus Trait**  
Word Choice



## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
11	<p><b>Big Book</b> Jump into January <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> Every Season <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> “Holidays All Year Long” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Review Letter <i>Aa</i>* (Short <i>a</i>) Words with <i>a</i> (Short <i>a</i>) Blending Words</p> <p><b>Decodable Readers</b> Come and See Me Pam and Me</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>come, me</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
12	<p><b>Big Book</b> Snow <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Storm Is Coming! <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> “How Water Changes” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letter <i>Nn</i> * Words with <i>n</i> Blending Words</p> <p><b>Decodable Readers</b> I Can Nap Tap with Me</p>	<p><b>Concepts of Print</b> Letters and Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>with, my</i></p> <p><b>Fluency</b> Read with Expression</p>
13	<p><b>Big Book</b> What Do You Do With a Tail Like This? <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> A Zebra’s World <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> Wings Dragonfly Tails On Our Way <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author’s Purpose</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letter <i>Ff</i> * Words with <i>f</i> Blending Words</p> <p><b>Decodable Readers</b> What Can You See? Fat Cat</p>	<p><b>Concepts of Print</b> Directionality High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>you, what</i></p> <p><b>Fluency</b> Reading Rate</p>

**SPEAKING & LISTENING**

**LANGUAGE**

**WRITING**

**Speaking and Listening**

**Target/Academic Vocabulary**

**Language**

**Writing**

**Speaking and Listening**

Share Information

**Selection Vocabulary**

*glistens (v), jive (v), local (adj.), orchard (n)*

**Oral Vocabulary**

*bloom, peck, scatter, speckled, store, tracks*

**Domain-Specific Vocabulary**

*wind, weather, season, evaporate, air*

**Vocabulary Strategy**

Figurative Language

**Enrich Vocabulary**

Multiple-Meaning Words

**Grammar Skill**

Sentence Parts: Subject

**Writing Mode**

Narrative Writing

**Writing Form**

Story Sentences (Exact Nouns)

**Focus Trait**

Word Choice

**Research/Media Literacy Skills**

Chart the Weather

**Speaking and Listening**

Compare Texts

**Selection Vocabulary**

*drifted (v), gathering (v), swirled (v), wisely (adv.)*

**Oral Vocabulary**

*guard, huddle, nodded, pasture, silent, stampede*

**Domain-Specific Vocabulary**

*hibernate, adapt, temperature, melt*

**Vocabulary Strategy**

Classify and Categorize  
Sensory Words

**Enrich Vocabulary**

Words with Endings -ed, -ing

**Grammar Skill**

Sentence Parts: Verb

**Writing Mode**

Narrative Writing

**Writing Form**

Story Sentences (Exact Verbs)

**Focus Trait**

Word Choice

**Speaking and Listening**

Share Information and Ideas

**Selection Vocabulary**

*belongs, capture, nasty, sensitive*

**Oral Vocabulary**

*daily, herd, muscles, pattern, several, usually*

**Domain-Specific Vocabulary**

*insect, mammal, fish, reptile, bird*

**Vocabulary Strategy**

Context Clues

**Enrich Vocabulary**

Words with Prefixes un-, re-

**Grammar Skill**

Complete Sentences:  
Capitalization and  
Punctuation

**Writing Mode**

Narrative Writing

**Writing Form**

Story Sentences (Details)

**Focus Trait**

Ideas

**Research/Media Literacy Skills**

Animal Fun Facts

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
14	<p><b>Big Book</b> Turtle Splash! <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> Home for a Tiger, Home for a Bear <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Where Animals Live" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause-and-Effect</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letter <i>Bb</i> * Words with <i>b</i> Blending Words</p> <p><b>Decodable Readers</b> What Now? At Bat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>are, now</i></p> <p><b>Fluency</b> Read with Expression</p>
15	<p><b>Big Book</b> What a Beautiful Sky! <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> How Many Stars in the Sky? <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "What Will the Weather Be Like?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Review Letters <i>Aa</i>* (Short <i>a</i>), <i>Nn</i>*, <i>Ff</i>*, <i>Bb</i>* Words with <i>a</i> (Short <i>a</i>), <i>n</i>, <i>f</i>, <i>b</i> Blending Review</p> <p><b>Decodable Readers</b> Pam Cat Come with Me</p>	<p><b>Concepts of Print</b> Letters, Words, and Sentences</p> <p><b>Words to Know (HFW)</b> Review: <i>come, me, with, my, you, what, are, now</i></p> <p><b>Fluency</b> Pause for Punctuation</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Share Ideas

**Selection Vocabulary**
*idle (adj.), lounging (v), scampers (v), timid (adv.)*
**Oral Vocabulary**
*burrow, desert, (beaver's) lodge, patient, shade, soaring*
**Domain-Specific Vocabulary**
*habitat, environment, woodland, grassland, wetland*
**Vocabulary Strategy**

Classify and Categorize  
Number Words

**Enrich Vocabulary**

Number Words and Ordinals

**Grammar Skill**

Verbs in Past Tense

**Writing Mode**

Narrative Writing

**Writing Form**

Story (Sequence: Beginning, Middle, Ending)

**Focus Trait**

Organization

**Research/Media Literacy Skills**

Use References Sources to Gather Information About a Particular Habitat

**Speaking and Listening**

Talk About the Night Sky

**Selection Vocabulary**
*fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)*
**Oral Vocabulary**
*dazzling, distance, gazing, leaned, planet, tunnel*
**Domain-Specific Vocabulary**
*star, sun, moon, galaxy*
**Vocabulary Strategy**

Figurative Language: Simile

**Enrich Vocabulary**

Words with Endings  
-ed, -ing

**Grammar Skill**

Statements (Capitalization and Punctuation)

**Writing Mode**

Narrative Writing

**Writing Form**

Story (Sequence: Beginning, Middle, Ending)

**Focus Trait**

Organization



## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
16	<p><b>Big Book</b> What Is Science? <b>Genre:</b> Poetry</p> <p><b>Read Aloud Book</b> Dear Mr. Blueberry <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Benjamin Franklin, Inventor" <b>Genre:</b> Biography</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Summarize</p> <p>Main Ideas</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letter <i>li</i> * Words with (Short <i>i</i>) Blending Words</p> <p><b>Decodable Readers</b> What Is It? It Is My Cab</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>is, how, of, so many, where</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
17	<p><b>Big Book</b> From Caterpillar to Butterfly <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> It Is the Wind <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Anansi and Grasshopper" <b>Genre:</b> Folk Tale and Trickster Tale</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Gg</i> * Words with <i>g</i> Blending Words</p> <p><b>Decodable Readers</b> Can You Find It? Gig Pig</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>find, this, from, came, but, on</i></p> <p><b>Fluency</b> Read with Expression</p>
18	<p><b>Big Book</b> Atlantic <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> One-Dog Canoe <b>Genre:</b> Fiction</p> <p><b>Paired Selections</b> Poems About the Sea "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Figurative Language</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Rr</i> * Words with <i>r</i> Blending Words</p> <p><b>Decodable Readers</b> What Will It Be? Rac Is It</p>	<p><b>Concepts of Print</b> Directionality: Follow Words Left to Right, Top to Bottom, Page by Page</p> <p><b>Words to Know (HFW)</b> <i>will, be, into, that, your, who</i></p> <p><b>Fluency</b> Read with Expression</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Share Ideas About Science

**Selection Vocabulary**
*fossils (n), geodes (n), geysers (n), glaciers (n)*
**Oral Vocabulary**
*information, perhaps, pleased, pond, spurt, travel*
**Domain-Specific Vocabulary**
*experiment, life science, earth science, physical science*
**Vocabulary Strategy**

Classify and Categorize  
Science Words

**Enrich Vocabulary**

Science and Scientists

**Grammar Skill**

Proper Nouns for People and  
Pets

**Writing Mode**

Opinion Writing

**Writing Form**

Message (Different Parts)

**Focus Trait**

Organization

**Write About Reading**

Performance Task

**Speaking and Listening**

Share Information and Ideas

**Selection Vocabulary**
*ever, pumps (v), rush, tiny*
**Oral Vocabulary**
*creaks, hare, hinge, howling (wind), path, sways*
**Domain-Specific Vocabulary**
*metamorphosis, molt, chrysalis, larva*
**Vocabulary Strategy**

Multiple-Meaning Words

**Enrich Vocabulary**

Words for Sounds

**Grammar Skill**

Proper Nouns for People and  
Pets

**Writing Mode**

Opinion Writing

**Writing Form**

Thank-You Note

**Focus Trait**

Voice

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Make a Poster

**Speaking and Listening**

Share Information

**Selection Vocabulary**
*conquered, lapping, relatives, scraping*
**Oral Vocabulary**
*canoe, dew, glided, paddle, peered, crew*
**Domain-Specific Vocabulary**
*inlet, iceberg, gulf, wave, tide*
**Vocabulary Strategy**

Context Clues

**Enrich Vocabulary**

Ask Questions About Words

**Grammar Skill**

Verbs in Future Tense

**Writing Mode**

Opinion Writing

**Writing Form**

Friendly Letter (Different Parts)

**Focus Trait**

Conventions

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Compare Bodies of Water

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
19	<p><b>Big Book</b> Sheep Take a Hike <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Nicky and the Rainy Day <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> "The Three Billy Goats Gruff" "The Builder and the Oni" <b>Genre:</b> Fairy Tale</p>	<p><b>Target Skill</b> Cause-and-Effect</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Dd</i> * Words with <i>d</i> Blending Words</p> <p><b>Decodable Readers</b> Go for It! D Is for Dad</p>	<p><b>Concepts of Print</b> Punctuation: Period, Question Mark, Exclamation Point Directionality Top to Bottom, Left to Right</p> <p><b>Words to Know (HFW)</b> <i>go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
20	<p><b>Big Book</b> Curious George's Dinosaur Discovery <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Duck &amp; Goose <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Exploring Land and Water" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Review Letters <i>li</i>* (Short <i>i</i>), <i>Gg</i>*, <i>Dd</i>*, <i>Rr</i>* Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review</p> <p><b>Decodable Readers</b> The Big Dig We Fit</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Reading Rate</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Tell a [Cumulative] Story

**Selection Vocabulary**
*bicker (v), compass (n), hiking (adj.), tramp (v)*
**Oral Vocabulary**
*blizzards, boring, cliffs, impossible, jungle, meadow*
**Domain-Specific Vocabulary**
*trail, gear, supplies, pack*
**Vocabulary Strategy**

Antonyms

**Enrich Vocabulary**

Words for Walking and Hiking

**Grammar Skill**

Verbs in Past Tense

**Writing Mode**

Opinion Writing

**Writing Form**

Opinion Sentences

**Focus Trait**

Word Choice

**Write About Reading**

Performance Task

**Speaking and Listening**

Discuss Curiosity

**Selection Vocabulary**
*expected (v), display (n), museum (n), quarry (n)*
**Oral Vocabulary**
*apologized, attention, confusion, notice, snooze, webbed*
**Domain-Specific Vocabulary**
*discover, examine, experiment, verify*
**Vocabulary Strategy**

Synonyms

**Enrich Vocabulary**

Multiple-Meaning Words

**Grammar Skill**

Verbs Past, Present, Future

**Writing Mode**

Opinion Writing

**Writing Form**

Opinion Sentences

**Focus Trait**

Word Choice

**Write About Reading**

Performance Task



## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
21	<p><b>Big Book</b> Zin! Zin! Zin! a Violin <b>Genre:</b> Poetry</p> <p><b>Read Aloud Book</b> Simon and Molly plus Hester <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selections</b> Celebration The Lobsters and the Fiddler Crab "The More We Get Together" "Make New Friends" <b>Genre:</b> Poetry/Song</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter Oo* (Short o) Words with o (Short o) Adding -s (/s/, /z/) (no formal lesson) Blending Words</p> <p><b>Decodable Readers</b> Make It Pop! My Dog Tom</p>	<p><b>Concepts of Print</b> Directionality: Top to Bottom, Left to Right, Page by Page</p> <p><b>Words to Know (HFW)</b> <i>make, play, them, give, say, new</i></p> <p><b>Fluency</b> Read with Expression</p>
22	<p><b>Big Book</b> Leo the Late Bloomer <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> A Tiger Grows Up <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "What Can a Baby Animal Do?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters Xx *, Jj * Words with x, j Blending Words</p> <p><b>Decodable Readers</b> A Good Job Fix It!</p>	<p><b>Concepts of Print</b> Punctuation: Quotation Marks</p> <p><b>Words to Know(HFW)</b> <i>said, good, was, then, ate, could</i></p> <p><b>Fluency</b> Reading Rate</p>
23	<p><b>Big Book</b> Zinnia's Flower Garden <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Oscar and the Frog <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Growing Sunflowers" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letter Ee * (Short e) Words with e (Short e) Blending Words</p> <p><b>Decodable Readers</b> My Pet Dog Ben and Jen</p>	<p><b>Concepts of Print</b> Using Graphics</p> <p><b>Words to Know (HFW)</b> <i>she, all, over, her, when, some</i></p> <p><b>Fluency</b> Pause for Punctuation</p>

**SPEAKING & LISTENING**

**LANGUAGE**

**WRITING**

**Speaking and Listening**

**Target/Academic Vocabulary**

**Language**

**Writing**

**Speaking and Listening**

Share Ideas

**Selection Vocabulary**

*especially (adv.), market (n), messy (adj.), sometimes (adv.)*

**Oral Vocabulary**

*idea, just, plain, teach, together, until*

**Domain-Specific Vocabulary**

*practice, rehearsal, perform, applause*

**Vocabulary Strategy**

Multiple-Meaning Words

**Enrich Vocabulary**

Words with Suffixes *-ful, -ly*

**Grammar Skill**

Pronouns *he, she, we*

**Writing Mode**

Informative Writing

**Writing Form**

Lists (Structure of Numbered Lists)

**Focus Trait**

Organization

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Research Musical Instruments

**Speaking and Listening**

Talk About Fiction and Informational Text

**Selection Vocabulary**

*bloomer (n), patience (n), signs (n), sloppy (adj.)*

**Oral Vocabulary**

*blend, (tiger) cub, den, pounces, prey, scraps*

**Domain-Specific Vocabulary**

*mature, develop, height, ability*

**Vocabulary Strategy**

Antonyms

**Enrich Vocabulary**

Words with Suffix *-less*

**Grammar Skill**

Pronouns *they, it, I*

**Writing Mode**

Informative Writing

**Writing Form**

Lists (Structure of Numbered Lists)

**Focus Trait**

Organization

**Write About Reading**

Performance Task

**Speaking and Listening**

Share Information and Ideas

**Selection Vocabulary**

*fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)*

**Oral Vocabulary**

*tadpole, stared, gills, hatch, shrink, (river) bank*

**Domain-Specific Vocabulary**

*nutrients, sprout, sunlight, soil, water*

**Vocabulary Strategy**

Context Clues

**Enrich Vocabulary**

Words for Growing

**Grammar Skill**

Proper Nouns for Days and Months

**Writing Mode**

Informative Writing

**Writing Form**

Invitations (Lists, Sentence Fluency)

**Focus Trait**

Organization

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

How Living Things Grow

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
24	<p><b>Big Book</b> Chameleon, Chameleon <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Red Eyes or Blue Feathers <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Amazing Animal Bodies" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Hh*</i>, <i>Kk*</i> Words with <i>h</i>, <i>k</i> Blending Words</p> <p><b>Decodable Readers</b> Hog in a Hat Kid Hid</p>	<p><b>Concepts of Print</b> Parts of a Book: Front and Back Covers, Title Page, Dedication Page</p> <p><b>Words to Know (HFW)</b> <i>he, no, away, must, by, there</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
25	<p><b>Big Book</b> Pie in the Sky <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Bread Comes to Life <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "From Apple Tree to Store" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Review Letters <i>Oo*</i> (Short o), <i>Xx*</i>, <i>Jj*</i>, <i>Ee*</i> (short e), <i>Hh*</i>, <i>Kk*</i> Words with <i>o</i> (Short o), <i>x</i>, <i>j</i>, <i>e</i> (Short e), <i>h</i>, <i>k</i> Blending Review</p> <p><b>Decodable Readers</b> Six Pigs Hop Play Kid, Play</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (HFW)</b> Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p><b>Fluency</b> Read with Expression</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Play a Guessing Game

**Selection Vocabulary**

*danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)*

**Oral Vocabulary**

*communicate, mood, scent, sly, survive, temperature*

**Domain-Specific Vocabulary**

*adapt, disguise, predator, prey, blend*

**Vocabulary Strategy**

Classify and Categorize Describing Words

**Enrich Vocabulary**

Words with Suffixes *-ful, -ly*

**Grammar Skill**

Questions (Capitalization and Punctuation)

**Writing Mode**

Informative Writing

**Writing Form**

Report (Dictate Facts)

**Focus Trait**

Ideas

**Write About Reading**

Performance Task

**Speaking and Listening**

Share Ideas

**Selection Vocabulary**

*buds (n), damp (adj.), feast (n), finally (adv.)*

**Oral Vocabulary**

*crop, golden, patch, sprout, sturdy, grind*

**Domain-Specific Vocabulary**

*crop, harvest, fruit, grains, vegetables*

**Vocabulary Strategy**

Classify and Categorize Seasons

**Enrich Vocabulary**

Words for Eating and Foods

**Grammar Skill**

Exclamations (Capitalization and Punctuation)

**Writing Mode**

Informative Writing

**Writing Form**

Report (Dictate Facts)

**Focus Trait**

Ideas

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Favorite Recipes

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
26	<p><b>Big Book</b> Kitten's First Full Moon <b>Genre:</b> Fiction</p> <p><b>Read Aloud Book</b> Curious George Makes Pancakes <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Drinking Fountain The Puppy Chased the Sunbeam Silvery Moon Boat <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letter <i>Uu</i>* (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words</p> <p><b>Decodable Readers</b> All In Bug and Cat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>do, down, went, only, little, just</i></p> <p><b>Fluency</b> Pause for Punctuation</p>
27	<p><b>Big Book</b> One of Three <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Someone Bigger <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> "Cross-Country Trip" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Ll</i>*, <i>Ww</i>* Words with <i>l</i>, <i>w</i> Blending Words</p> <p><b>Decodable Readers</b> Win a Cup! Wes Can Help</p>	<p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (HFW)</b> <i>have, help, one, every, ask, walk</i></p> <p><b>Fluency</b> Read with Expression</p>
28	<p><b>Big Book</b> You Can Do It, Curious George! <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> The Little Engine That Could <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> Poems About Things You Can Do "Whistling" "Time to Play" "By Myself" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Genre: Fantasy</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Vv</i>*, <i>Zz</i>* Words with <i>v</i>, <i>z</i> Blending Words</p> <p><b>Decodable Readers</b> Vet on a Job! Roz the Vet</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> <i>look, out, very, their, saw, put</i></p> <p><b>Fluency</b> Pause for Punctuation</p>



## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Talk About Trying Your Best

**Selection Vocabulary**
*seemed, sprang, stretched, tumbled*
**Oral Vocabulary**
*assistant, enormous, generous, mayor, shocked, volunteers*
**Domain-Specific Vocabulary**
*persistence, effort, attempt, accomplishment*
**Vocabulary Strategy**

Antonyms

**Enrich Vocabulary**

Words with Prefix re-

**Grammar Skill**

Nouns Singular and Plural

**Writing Mode**

Opinion Writing

**Writing Form**

Response to Literature (Sentence Frames, Expressing an Opinion)

**Focus Trait**

Voice

**Write About Reading**

Performance Task

**Speaking and Listening**

Talk About a Trip

**Selection Vocabulary**
*since (adv.), invited (v), remember (v), triplets (n)*
**Oral Vocabulary**
*creatures, firmly, kite, launched (a kite), light, replied*
**Domain-Specific Vocabulary**
*luggage, tourist, journey, landmark*
**Vocabulary Strategy**

Classify and Categorize Places

**Enrich Vocabulary**

Words with Prefix un-

**Grammar Skill**

Subject-Verb Agreement (Past, Present, Future)

**Writing Mode**

Opinion Writing

**Writing Form**

Response to Literature (Sentence Frames, Giving Reasons)

**Focus Trait**

Ideas

**Write About Reading**

Performance Task

**Speaking and Listening**

Share Ideas

**Selection Vocabulary**
*prize (n), different (adj.), chef (n), slope (n)*
**Oral Vocabulary**
*bellowed, dingy, rumbled, valley, waiters, weary*
**Domain-Specific Vocabulary**
*considerate, kind, loyal, thoughtful*
**Vocabulary Strategy**

Context Clues

**Enrich Vocabulary**

Multiple-Meaning Words

**Grammar Skill**

Subject-Verb Agreement (Past, Present, Future)

**Writing Mode**

Opinion Writing

**Writing Form**

Response to Literature (Sentence Frames, Giving Reasons)

**Focus Trait**

Ideas

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Write About Curious George

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words
29	<p><b>Big Book</b> Look at Us <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Baby Brains <b>Genre:</b> Fiction</p> <p><b>Paired Selection</b> "The Three Little Pigs" <b>Genre:</b> Fairy Tale</p>	<p><b>Target Skill</b> Main Idea and Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Letters Yy*, Qq* (qu) Words with y, q (qu) Blending Words</p> <p><b>Decodable Readers</b> Not Yet Can Not Quit Yet</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (HFW)</b> <i>off, take, our, day, too, show</i></p> <p><b>Fluency</b> Reading Rate</p>
30	<p><b>Big Book</b> Miss Bindergarten Celebrates the Last Day of Kindergarten <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Pet Show! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Schools Then and Now" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) Blending Review Words with -s, -ing</p> <p><b>Decodable Readers</b> Max Is Down A Fun Job</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> Review: <i>down, do, went, only,</i> <i>little, just, have, help, one,</i> <i>every, ask, walk, look, out,</i> <i>very, their, saw, put, off,</i> <i>take, our, day, too, show</i></p> <p><b>Fluency</b> Read with Expression</p>

## SPEAKING &amp; LISTENING

## LANGUAGE

## WRITING

## Speaking and Listening

## Target/Academic Vocabulary

## Language

## Writing

**Speaking and Listening**

Share Information and Ideas

**Selection Vocabulary**
*projects (n), visitors (n), scared (adj.), proud (n)*
**Oral Vocabulary**
*certainly, embarrassed, languages, mumbled, popular, study*
**Domain-Specific Vocabulary**
*develop, accomplish, knowledge*
**Vocabulary Strategy**

Figurative Language

**Enrich Vocabulary**

Words for Feelings

**Grammar Skill**

Prepositions *for, to, with*
**Writing Mode**

Opinion Writing

**Writing Form**

Journal

**Focus Trait**

Voice

**Write About Reading**

Performance Task

**Research/Media Literacy Skills**

Simon James Books

**Speaking and Listening**

Good Neighbors and Good Friends

**Selection Vocabulary**
*attendance (n), balance (v), perfume (n), success (n)*
**Oral Vocabulary**
*announced, entrance, expect, favorite, independent, judge*
**Domain-Specific Vocabulary**
*concern, kindness, neighborly, generous*
**Vocabulary Strategy**

Synonyms

**Enrich Vocabulary**

Prepositions in Sentences

**Grammar Skill**

Prepositions *in, on, out, off, by*
**Writing Mode**

Opinion Writing

**Writing Form**

Journal

**Focus Trait**

Voice

**Write About Reading**

Performance Task